

Gaining Work Experience

Theme and Level

Theme: Know Myself

Level: Looking Deeper, Next Steps

At a Glance

Students identify sources of work experience and investigate the advantages and disadvantages of each type of experience.

Time: 100 minutes (across two days).

Note: SKILLS may not be available at all sites.

Essential Questions

- What skills have I gained through my life experiences?
- What occupations use these?

Preparation

- Reserve computer and overhead projector for Day One
- Reserve computer lab with overhead projector for Day Two
- Ensure classroom has sufficient open space for activity
- Establish CIS portfolios before this lesson
- Read SKILLS Counselor's Guide and Presenting SKILLS to Students, found in Tools for Counselors and Teachers under Guides and Instructional Notes
- Review the SKILLS user support materials, found in Tools for Users under Support Materials
- Familiarize yourself with the *SKILLS Worksheet*, found in Tools for Users under Support Materials
- Print *SKILLS Worksheet* and SKILLS Quick Start, found in Tools for Users under Quick Starts and Tutorials, one each per student
- Prepare four charts with headings for the following types of work experience: Working at Home, Helping Friends or Neighbors, Volunteering, Working for Pay

Steps

Day One

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to learn about occupations that use the skills students have gleaned through their life experience.
2. Show PPT Slide 2. Ask students, "What is work?" and "What is work experience?" Encourage them to define the terms.
3. Show PPT Slides 3 and 4. Discuss with students the dictionary definitions of the terms "work" and "work experience."
4. Show PPT Slide 5. Ask students to note ways in which they have acquired work experience in the four areas: working at home, helping friends or neighbors, volunteering, and working for pay.
5. Display the four charts for the work categories above. Ask students to record their work activities on the appropriate charts and initial them (for example, under "Working at Home," they might list house painting.)
6. Divide the class into four groups and assign each group to a chart.
7. Ask groups to list on a separate sheet of chart paper the advantages and disadvantages of their assigned form of work experience.
8. Ask groups to share their findings with the class. Discuss.
9. Brainstorm with students the kind of skills they have gained through work experience.
10. Ask students to state the skill and how they learned it.
11. Distribute the SKILLS Quick Start and *SKILLS Worksheets*.
12. Show PPT Slide 6. Explain how to complete the *SKILLS Worksheet*.

13. Assign students to complete the *SKILLS Worksheet* as homework, but begin completing this worksheet in class, in case students have questions.

Day Two

1. Ask students to log into CIS using their portfolio usernames and passwords
2. Direct students to use the SKILLS assessment to find occupations that match their skill preferences.
3. Remind students to save their results in their portfolios using the Save button.
4. Lead a discussion about how different work experiences can lead to the acquisition of diverse skills that can be related to and used within several future occupations.

Variations and Accommodations

- Ask individual students to describe one of their activities and direct other students to suggest the skills they might have acquired from participating in the activity.
- Compile a master list of all the skills mentioned by the class. Display the list and review it after a week or a month, to add more skills.
- For any class, use the *SKILLS Worksheet* to identify the skills being used and developed in this class.
- Work one-on-one with any student needing special assistance or pair student with a helpful group member.

Assessment

Use *Gaining Work Experience Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career assessments you used?** text box in the Know Myself section of Career Plan.

Materials

Classroom with computer and overhead projector with CIS access for Day One

Computer lab with overhead projector with CIS access for Day Two

SKILLS Worksheet

SKILLS Quick Start

[Gaining Work Experience \(PPTX\)](#)

[Gaining Work Experience Scoring Guide \(PDF\)](#)

[Gaining Work Experience Scoring Guide \(DOCX\)](#)

Chart paper

Markers

Goals and Standards

Common Core State Standards

- English Language Arts Career Anchor: Speaking & Listening
- English Language Arts Career Anchor: Reading Informational Text
- English Language Arts Career Anchor: Writing

National Career Development Guidelines

- GOAL PS1 Develop understanding of self to build and maintain a positive self-concept.
- GOAL ED2 Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.
- GOAL CM4 Master academic, occupational and general employability skills in order to obtain, create, maintain and/or advance your employment.

American School Counselor Association

- Personal/Social Development, Academic Development, Career Development

Bloom's Taxonomy: Understanding, Applying, Analyzing, Evaluating

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed
- Sense of Belonging in the School Environment
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Demonstrate Creativity

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently
- Demonstrate Ability to Manage Transitions and Ability to Adapt to Changing Situations and Responsibilities

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Use Effective Collaboration and Cooperation Skills
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams
- Demonstrate Advocacy Skills and Ability to Assert Self, when Necessary